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ABSTRACT

These materials were compiled to help provide a better education for all children by increasing parents' and teachers' awareness of sexism and by providing new ideas and programs for helping people to overcome sex-role stereotyping in the schools. Included in the packet are: (1) a questionnaire designed to provoke thought before the beginning of a workshop on sexism; (2) suggestions for teaching with sexist materials already within the school system; (3) a list of classroom activities for students of any age or ability which can free students from stereotyped sexist attitudes: (4) lesson plans which encourage students to examine the novel (in this case, "Giants in the Earth" by O.E. Rolvaag) in terms of masculine and feminine roles; (5) a list of materials about women; (6) a selected reference list for nonsexist sex education; (7) a survey of media on the women's movement; (8) a list of feminist resources; (9) an annotated bibliography of nonsexist books for children; (10) an annotated bibliography of nonsexist books for junior and senior high school readers; and (11) an annotated bibliography on counseling girls for the future. (JM)

ED 099894

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MATERIALS FOR SEX EQUALITY EDUCATION FOR USE BY TEACHERS, PARENTS, AND YOUNG PEOPLE

c 1974

Written/compiled by Education Task Force, Greater Champaign Area Chapter, National Organization for Women, 809 S. Fifth, Champaign, Illinois 61820.

Introduction
by
Patty Reidy

In July, 1973, a group of women, members of the Education Task Force of the Greater Champaign Area Chapter of NOW, began work on a project that would heighten parents' and teachers' awareness of sexism and that would also develop new ideas and programs which would help people overcome sex-role stereotyping in the schools.

The group included women from all areas of the educational system--a librarian, teachers of elementary school, high school, and college, a college women's dean, undergraduate and graduate students, and parents.

The project went through stages of development. Discussions in which the group shared ideas, frustrations, and personal experiences preceded the organization of the subject areas that would be included in the materials to be published.

Each person accepted responsibility for one or more of the subject areas and conducted research and wrote her findings. Barbara Schonborn edited some of the materials. The result was this compilation of studies and bibliographies, tests and activities on counseling, consciousness-raising, non-sexist books and films, journals, sex education, and resources.

The women who produced these materials offer to the users of them their hopes for better education for all children.

CS 201 788

THOUGHT PROVOKERS !!! Give them a try BEFORE the workshop starts

A. *Questions on Women:

1. Women account for _____ percert of those found in tests to have an aptitude for engineering, yet they supply only a small percentage of the nation's engineers.

   10 25 35 40 (Circle one)

2. More women received PhDs in 1930 than ever before and ever since.

   TRUE FALSE

3. In considering the overall averages for academic excellence, the category of _____ college rates the lowest in the nation.

   COEDUCATIONAL MEN'S WOMEN'S

4. Academically competent women are forced out of college-teaching by overt discrimination. A less-obvious means used is:

   BELIEF THAT QUALIFIED WOMEN DON'T EXIST

   LACK OF DAY-CARE FACILITIES NEPOTISM

   ALL OF THESE NONE OF THESE

5. What 1956 best-selling collection of biographies discriminated against women?

   FAMILY OF MAN by Edward Steichen

   LYNDON JOHNSON STORY by Booth Kennedy

   PROFILES IN COURAGE by John F. Kennedy

6. Feminists object to "Seasame Street" because it IS MALE ORIENTED PATRONIZES

   PORTRAYS AS LAUGHABLE STUPID PEOPLE e.g., BUDDY AND JIM

   RECEIVES MUCH OF ITS FINANCIAL SUPPORT FROM TAXES

   ALL OF THESE NONE OF THESE

7. "In 'Madame Curie' I can see no more than a brilliant exception. Even if there were more women scientists of like calibre they would serve no argument against the fundamental weakness of the feminine organization," was said by

   ALBERT EINSTEIN ENRICO FERMI JEAN JACQUES ROUSSEAU

THOUGHT PROVOKERS (continued)

B. Index for Educators: (Answer the following YES or NO according to the way you behave if you are a teacher, or according to the teacher behavior you condone.)

1. Do you generally ask boys to do heavy work and perform executive duties in the classroom, and girls to do light work and secretarial chores?

2. Do you pity girls who are unable or unwilling to be fashionable, or call special attention to those who are fashionable?

3. Do you pity boys who are unable or unwilling to be athletic, or call special attention to those who are athletic?

4. Do you react negatively to boys who have long hair, or to girls who wear slacks?

5. Do you plan different activities or different adaptations of the same activity for boys and for girls?

6. Do your lessons include more exciting role models for boys than for girls? (Do you stereotype women as housewives, mothers, or workers in menial or supportive positions?)

7. Do you use slang terms such as SISSY, TOMBOY, CHICK, etc.?

8. Do you say, "Boys shouldn't hit girls." "Ladies before gentlemen." "Ladies don't talk that way"?

9. Do you feel it is more important to help boys sort out career options than it is to help girls?

10. Do you expect girls to be more verbal and artistic than boys or boys to be more mathematical and scientific than girls?

11. Do you tend to discipline girls verbally and leniently, but boys physically and strictly?

*Wheeler, H.R. "Some Sources of Information on Non-Sexist Media for School Libraries." Louisiana Library Association Bulletin, 34 (Winter, 1972), 113-120.

1. 40; 2. True; 3. Women's; 4. All of these; 5. Profiles; 6. All of these; 7. Albert Einstein

USING WHAT YOU HAVE OR CONSCIOUSNESS-RAISING WITH SEXIST MATERIALS

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Okay, your consciousness has been raised and you've re-evaluated our present teaching materials. They're definitely sexist. And you are stuck with them. You are, of course, recommending changes in purchasing and curriculum planning, but meanwhile what? Try some of the following suggestions:

1. Supplement school-supplied teaching materials with as many non-sexist resources as you can. Consult bibliographies available from the education task force of your local National Organization for Women and work with your librarian (school and city) to get more of these books available to your students. Save the "Stories for Free Children" section of Ms. Bring in newspaper and magazine clippings, guest speakers, works of art, and anything else to show your class that men and women can rise above traditional stereotypes.

2. Have your students analyze their reading books, literature anthologies, social studies texts, and science books as group projects. You can use an evaluation form similar to the one in the December, 1972 NEA Journal Today's Education section (p. 22). Or you can make up your own standards with your class. You and your students should look for such things as: numbers of boys, girls, men and women shown; what are they doing? wearing? saying?; what occupations are represented? In short, your students can do exactly what you did when you perused your existing materials.

3. Encourage your students to rewrite stories containing sexual stereotypes. Have them draw new illustrations and post them.

4. Better yet, have your students begin compiling their own anthologies of poems, stories, pictures, art reproductions, newspaper and magazine articles, and anything else they think is appropriate. Who knows, you might be able to get them published.

5. Show films twice. The second time through, you might turn off the sound so students can talk about how people are portrayed.

6. If you use the discussion questions and assignments typically included in textbooks, supplement these with questions which balance any obvious sex-biases. For instance, you might ask students to discuss how the story would have differed had the main character been a boy (or girl). Or what if the structure of the family had been different (no father or no mother)?

7. Use story problems from math books to teach grammar. Have students rewrite them in non-sexist form while perserving basic sentence structure. Show the results to any unliberated math teachers.

8. Encourage your students to write letters to publishers of their books detailing their objections to sexist materials and their suggestions for improvements.

CONSCIOUSNESS RAISING IN THE CLASSROOM

or

ACTIVITIES FOR/TO FREE CHILDREN

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Hopefully the following list of classroom activities will suggest numerous other ways in which you can liberate yourself and your students. Most of these suggestions can be integrated into the regular curriculum of the English, journalism, social studies, or art classes. Or they might be part of a special unit on women in today's society. Almost all of these activities can be done with students of any age or ability. Share these ideas and your own with other teachers in your school.

1. Collect data on your class. Poll students to see how many mothers work and what types of jobs they do. How many single-parent families are there? Who does what jobs at home? Compare the results with the typical family portrayed or pictured in traditional text books (or media ads, or T.V. programs, etc.).

2. Analyze nursery rhymes (Little Miss Muffet, Old Woman Who Lived in a Shoe, etc.). What are the girls/women and boys/men like? What are they doing?

3. Evaluate fairy tales (Cinderella, Snow White, Sleeping Beauty, Goldilocks, etc.). What are the heroines like? How do their lives change when their heroes come along? What are those heroes like? Why are the evil characters so often older or uglier women? How do fairy tales affect children?

4. Write new, illustrated fairytales.

5. Listen to the album "Free To Be You and Me", available through Ms. or from local record dealers. Write more songs for liberated children. Base some on the fairytales you wrote in number 4 (above).

6. Start a collection of myths and sayings about women (or men). Discuss their evolution and their validity.

7. Ask each student to write a diary-like description of a typical week day in her/his life at age 30. Let students imagine they are very lucky and all their hopes are realized. What will they be doing, seeing, using? Where will they go? Will they have jobs, families, homes, etc? Discuss the results.

8. Analyze television shows. Working either in groups or individually, students can monitor a variety of programs, including newscasts, situation comedies, dramas, soap operas, variety shows, and so forth. Look for the images of men and women projected by the T.V. industry. Are they realistic? Compare the T.V. stereotypes with the ideal-life predictions in number 7.

9. Have students create composite male and female characters based on their television viewing. What are television woman, television man, and television children like?

10. Have students keep a journal of the "adults" they see during a 24 hour period. What is each adult doing? Tabulate results and discuss.

11. Watch Sesame Street and the Electric Company. Are they liberated children's shows? In what ways do they change or reinforce sex-role steretyping? Then try Mister Rogers, Captain Kangaroo, the New Zoo Review, etc.

12. Take a good look at television advertising. What assumptions are made about the audience? Why are ads broadcast at certain times and during certain types of programs? Describe the typical "housewife" in most household product ads. Describe the typical "jock" in most ads broadcast during sports programs.

13. Evaluate ads aimed at children. Write letters to station managers about your conclusions.

14. Evaluate radio advertising, recording some of the ads if possible.

15. Study the lyrics from rock songs about women. What image of woman is conveyed? Compare todays songs with songs from former decades. Has the image of woman changed?

16. Decide what makes a good toy. Work up an evaluation form including items rating packaging, durability, educational value, and appropriateness for either sex. Send students, armed with their forms, to local toy dealers to see how their inventory rates. See the articles about toys in the December 1972 and 1973 issues of Ms.

17. Have students evaluate you (or other teachers) using criteria they evolve. They might include such items as: does your teacher encourage boys and girls to compete against each other? Do boys and girls receive different versions of assignments, different jobs in the class, different books or stories? See page 32 in Sexism in Education (complete reference at end of this list).

18. Send for pictures of women in non-traditional jobs available from F.R.E.E., P.O. Box 3185, Framington, Mass. 01701. A set of 8 is $2.75. Or send students who have cameras out to take their own.

19. See the film "Anything You Want to Be" available from the Lincoln Trails system. Role play or make a companion film using boys and men as the subject.

20. Have students list as many job titles as possible. How many have implied the sex of the job holder? Make up new non-sexist titles.

21. Send students to the children's section of local libraries. Have them evaluate the books available, the displays, the records, and the filmstrips. They might want to count the books with boys or male animals as main characters vs. those with girls or female animals.

22. Discuss why children's books are so often about men/boys/male animals. When the books are about females, what are the characters like? Why do you think publishers prefer publishing "male" books?

23. Write some new children's books, including picture books and counting books for very young children.

24. Collect newspaper and magazine ads. Make scrapbooks, collages, or bulletin boards. How are men and women portrayed by the advertising media? Look at clothes and cosmetic ads. What assumptions are made about the consumers? About the need for such products? What techniques are used to appeal to the consumer? What effect does all this have on sex roles?

25. Survey the greeting card sections of local stores. Compare the cards congratulating new parents on the births of male and female babies. Look at birthday cards for mothers and fathers, daughters and sons, sisters and brothers, etc.

26. Design non-sexist greeting cards. Perhaps an art class could even manufacture and sell some for a fund raising project.

27. Copy and distribute articles from the American Woman Today, by Elsie Gould, part of the Inquiry Into Crucial American Problems series edited by Jack R. Fraenkel and published by Prentice-Hall,

Inc., Englewood Cliffs, N.J. It contains short, interesting articles on all aspects of the women's movement and on women's problems. The articles could be read out loud to younger students. Use these as a basis for discussion, or, better yet, use the whole book as the core for a course on the changing status of women.

28. Start a collection of cartoons from newspapers and magazines which portray girls or women in stereotyped ways. Discuss the humor of such cartoons. Would they be funny if they were about boys or men? Make a composite girl or woman based on the characters most often seen in such cartoons. How did this image of woman emerge? What purpose does it serve?

29. Peruse newspaper want ads. Have students compile the ads for employment which specify sex (point out this is illegal). Compare the types of jobs in each category. Which jobs would students prefer? Have students role play job interviews in which a female applies for a job in which males were requested and vice versa.

30. Discuss and define job discrimination by race, color, age, sex, national origin, etc. Send students to survey local industries and stores to see if discrimination exists. Discuss results.

31. Examine newspapers and magazines to see how they refer to women and men in stories and headlines. Why are women often referred to by their first names in headlines? Why do stories about women usually include a physical description? Do stories about men? Do stories about men always tell whether the subject is married or has children?

32. Invite a lawyer (hopefully female) to discuss the E.R.A. and legal discrimination against women.

33. Evaluate baby and child care manuals. What is the ideal mother supposed to be like? What role is the father supposed to play in child care?

34. Find out whether women can buy cars, houses, insurance, etc. as easily as men. Study social security laws and insurance coverage for men and women. Are they the same? Why or why not? Check local banks to see if credit is extended to women on the same terms as men. Is the woman's salary taken into consideration if a husband and wife apply for a mortgage?

The local chapter of the National Organization for Women (N.O.W.) has resources which will help you with your non-sexist teaching, including bibliographies of non-sexist children's books, special editions of journals and magazines focusing on women, and sources for audio-visual material. In addition, you will find the following book most helpful:

Sexism in Education
Emma Willard Task Force on Education
Box No. 14229
Minneapolis, Minn. 55414

Telephone 612-333-9076
Price: $4.00 (by mail)

This book includes another 50 suggestions for classroom activities as well as a complete mini-course on women's liberation, essays, bibliographies, alternatives to sexist language, and many other valuable aids for teachers.

Heightening Students' Awareness of Sex-Role Stereotyping Using

Giants in the Earth by O. E. Rolvaag

Sandra Shapiro Friedland

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Introduction: The following lesson plans were used successfully with an "average" ability 11th grade class. In addition to encouraging students to examine the novel in terms of masculine and feminine roles, these exercises gave students practice in imitative writing, role-playing, critical thinking, and discussion. Most students easily made the transition from the novel to their own society and were forced to re-evaluate some of their traditional ideas about marriage and family relationships. These plans could easily be adapted to other novels focusing on a "marriage", such as The Good Earth.

(Note: These activities are presented in the order in which they were used. Specific reading assignments are left to the teacher's discretion.)

1. Before my students began reading the novel, I asked them to list (in their journals) the qualities they believed a good pioneer must possess, including personality traits, physical attributes, education, skills, etc. In later discussion, students shared their lists of pioneering characteristics and noted which of these traits were traditionally male or female.

2. I duplicated a sample psychiatric profile from an introductory psychology textbook. Students wrote "profiles" on Beret Hansa (the female main character), copying the style and organization of the handout. Discussion centered on the causes of Beret's problems in the first book of the novel. We looked at the problems caused by Beret's new environment and by her inability to adjust to it. We considered the effects of her strict upbringing and the guilt she felt over the circumstances of her marriage. Would her situation be different if she were not married (note the bachelor brothers in the settlement).

3. Students evaluated Beret's and Per Hansa's responsibilities with respect to their household, their family, their land, and their community. We analyzed such basic factors as which of them went outside more frequently. I then distributed copies of the marriage contracts that appeared in the first issue of Ms. magazine (which, incidentally, were the subject of disbelief, then heated debate). Using their previous observations and the sample contracts, students composed a marriage contract for Per and Beret based on their relationship in the book. When asked to pretend that the resulting document was the prospective agreement between two members of the class, students engaged in a lively bargaining session.

4. Students received copies of the "Can This Marriage Be Saved?" column from the Ladies' Home Journal. Students wrote shortened versions using the case of Beret and Per Hansa. During discussion, they compared their marriage doctoring and prognoses.

5. Finally, I asked my class to think about how much our ideas on the roles of women and men reflect the pioneer values of the American frontier. We discussed how technology had lightened the physical burdens of both men and women, wondering whether our attitudes about their respective roles had kept pace. We asked if people still need the qualities of a good pioneer that we discusssd at the novel's start. We looked carefully at the novel's end, examining its consistency with the rest of the novel and its implications for the hypothetical future of Beret and her children.

Obviously, there are many other important themes in Giants in the Earth. It would be a disservice to the richness of the novel to over-emphasize sex-role stereotyping. The activities suggested above can, however, make students more aware of how sex stereotypes enter into this novel and many others.

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SOME MATERIALS ABOUT WOMEN
Special Issues of Journals and Other Items

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American Journal of Sociology
"Changing Women in a Changing Society"
Vol. 78, No. 4, 1973
University of Chicago Press
11030 Langley Avenue
Chicago, IL. 60628
$3.50

Andover Newton Quarterly
Vol. 12, No. 4, March 1972
Andover Newton Theological School
210 Herrick Road
Newton Centre, MASS. 02159
Free

College English
Vol. 32, No. 8, May 1971 (See A Case for Equity, below)
Vol. 34, No. 1, October 1972
National Council of Teachers of English
1111 Kenyon Road
Urbana, IL. 61801
$1.50

Educational Leadership
"Women and Education"
Vol. 31, No. 2, November 1973
Association for Supervision and Curriculum Development
1201 Sixteenth Street, NW
Washington, D.C. 20036
$2.00

Elementary English
"Women and Girls"
Same address and price as College English, above

The Family Coordinator
"Variant Marriage Styles and Family Forms"
Vol. 21, No. 4, 1972
National Council on Family Relations
1219 University Avenue Southeast
Minneapolis, MINN. 55414
$2.50

Illinois Teacher
"Humaneness and the Multiple Roles of Males and Females"
Vol. 16, No 4, March-April, 1973
Illinois Teacher
351 Education Building
University of Illinois
Urbana, IL. 61801
$1.25

Journal of Marriage and the Family
"Sexism in Family Studies" (2-part special issue)
Vol. 33, No. 3, 1971
Vol. 33, No. 4, 1971
Same address as The Family Coordinator, above
$3.50, each part

Phi Delta Kappa
"Education and the Feminist Movement"
Vol. 55, No. 2, October 1973
Phi Delta Kappa, Inc.
8th and Union
Bloomington, IND. 47401
$1.00

Journal of Political Economy
"New Economic Approaches to Fertility"
Vol. 81, No. 2, Part II, March-April 1973
University of Chicago Press
5801 Ellis Avenue
Chicago, IL. 60637
$3.00
An issue in Spring 1974 will contain more articles on women and economics.

School Review
"Women and Education"
Vol. 80, No. 2, February 1972
Same address as Journal of Political Economy, above
$3.50

Journal of Social Issues
"New Perspectives on Women"
Vol. 28, No. 2, 1972
Journal of Social Issues
P.O. Box 1248
Ann Arbor, MICH. 48106
$3.00

Today's Education
6-article section, "The Schools and Sex-Role Stereotyping"
Vol. 61, No. 9, December 1972
National Education Association of the United States
Same address as Educational Leadership, above
$.80

A Case for Equity: Women in English Departments
Ed. by Susan McAllester
Reprint of College English, October 1971; introduction and 1 article from College English, May 1969 added.
Same address as College English, above
$1.75

The Female Experience: 20 Articles from the Pages of Psychology Today (1973)
Communications Research Machines, Inc.
317 14th Street
Del Mar, CA 92014
$2.00

Sexism in Education (Revised 1972)
(variety of materials, incl. 38-page biblio., valuable to educators)
Emma Willard Task Force on Education
1520 West 27th Street
Minneapolis, MINN. 55408
$4.00

Towards a Sociology of Women (1972)
Essays Ed. by Constantina Safilios-Rothschild
Xerox College Publishing Co.
Xerox Education Group
191 Spring Street
Lexington, MASS. 02173
$4.50

Women's Higher and Continuing Education: An Annotated Bibliography with Selected References on Related Aspects of Women's Lives (1971)
Publications Order Office
College Entrance Examination Board
Box 592
Princeton, N.J. 08540
$1.50

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REFERENCE LIST FOR NONSEXIST SEX EDUCATION

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As I read through several books and magazine articles on sex education, I kept a few basic standards in mind. With a feminist bias, I was careful to note any attempts by an author to stereotype either of the sexes. Although one book dwelled on such things as virginity crises and femininity crises and another book upheld the double standard of sexual behavior, I was relieved to see that most of the recen. books emphasized equal responsibility, opportunity, and dignity for both women and men.

I was also quick to sense an author's attitude toward sex education. I watched to see if he/she emphasized the importance of loving and caring for one's own body, the naturalness of sex, and the necessity for good relationships between human be ings.

If the author didn't moralize, but gave the reader the facts, dispelled myths, and came across as honest and humane, then I felt the book was good.

Although a few of the books I reviewed included sex education for the young child, most of them concentrated on the young adult. An article in the May, 1973, issue of Ms. ("Good-bye to the Birds and the Bees," by Sheila Cole.) discusses what's wrong and what's right with sex education books for children. Lists of books to buy or to beware of are given.

LIST OF SELECTED MATERIALS

RECOMMENDED:

Teacher's Question and Answer Book On Sex Education

Lester A. Kirkendall and Ruth Farnham Osborne 1969

The authors deal openly with the questions asked them. Objectives of a sex education program are stated. Good listing of supplementary teaching aides for all grades K-12.

The Adolescent Experience 1970

edited by James P. Semmens, M.D. and Kermit E. Krantz, M.D.

The counseling techniques proposed throughout the book are those attendant on an open mind and a nondidactic, nonspecific attitude toward the social and sexual behavior of adolescents.

Fundamentals of Human Sexuality 1972

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Herant A. Katchadourian and Donald T. Lunde

The primary emphasis in this book is on information, not advice. Wherever pertinent, alternatives are offered for the same behavior or phenomenon.

How to Talk With Children About Sex 1973

Learning Technology Incorporation

Not an ordinary textbook. Rather, it is a self-teaching program. The book stresses the importance of talking with the child.

The Individual, Sex and Society

SIECUS 1969

Makes it clear that no single approach, no uniform curriculum for sex education would be effective in all schools and groups, and that programs should be tailored to the needs of the group and the resources of the community.

Boys and Sex 1968

Wardell B. Pomeroy, Ph.D.

The title may not be fantastic, but the book, written by the co author of the Kinsey reports, is good. Provides basic information, and discusses feelings and attitudes between people. Girls and Sex, also by Pomeroy, was not available for review.

NOT RECOMMENDED:

Sex Education in the Schools

Frederick Kilander 1970

This book moralizes too much and lacks an acceptance of the multiplicity of patterns of human sexuality. It fails to bring across the concepts of love and respect for one's body.

Questions About Sex

Alan Harris 1968

Extremely male-oriented book.

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Harlynne Geisler's Bibliography of Nonsexist Books for Junior and Senior High Readers contains six titles on sex education and related topics.

Our Bodies, Ourselves: A Book By and For Women.
The Boston Women's Health Book Collective 1971

The women who wrote this book include their personal experiences along with factual information about masturbation, orgasms, birth control, abortion, nutrition, rape, and self defense, venereal disease, childbearing, menopause, and health care. NOTE: There is much in this book that certain people feel is not appropriate for young adults to know about.

Sex Before Marriage: Guidance for Young Adults, 16-20
Eleanor Hamilton, Ph.D. 1969

Dr. Hamilton discusses the pros and cons of pre marital intercourse, noncoital sex, the art of first intercourse, birth control, the possibilities open to a pregnant girl, sexual problems, and sexual deviations. She acknowledges the right of girls to enjoy sex. See note on above book.

The Gay World: Male Homosexuality and the Social Creation of Evil.
Martin Hoffman 1968

Martin Hoffman pleads for an end to the persecution of gay people in this sympathetic study of the male homosexual.

The Baby Trap
Ellen Peck 1971

"The motherhood myth, according to the author, is responsible for the growing population crisis and divorce rate. She describes the baby trap as set by the media, baited by manufacturers, and reinforced by relatives." Note: This is a poor treatment of the subject but the only available for popular audiences. See the chapter "Deciding Whether to Have Children" in Our Bodies, Ourselves.

Single and Pregnant
Ruth Pierce 1970

Ruth Pierce doesn't moralize as she outlines all the possibilities open to a young girl who is single and pregnant---abortion, adoption, marriage, single parenthood. She also discusses birth control.

Self Defense for Girls: A secondary school and college manual.
Bruce Tegner and Alice McGrath 1969

Simple techniques for self-defense are fully illustrated and explained, step-by-step, in easy-to-follow terms.

SURVEY OF MEDIA ON THE WOMEN'S MOVEMENT

BEST COPY AVAILABLE

List compiled by S. Barbara Kutchera primarily from Wood, I. "Women's Liberation," Booklist, Jan. 1, 1973, 69, 430-436.

List distributed by Greater Champaign Area Chapter, National Organization for Women, 809 S. Fifth, Champaign, IL. 61820.

Also see "Real Life at Last--Women and Film," Ms., August, 1973, pp. 95-98. 27 films described, with information on availability.

16 MM Films All films are color and sound unless otherwise indicated.

ANYTHING YOU WANT TO BE. A film by Liane Brandon. Distributed by the Eccentric Circle Cinema Workshop, P.O. Box 1481, Evanston, Ill. 60204, 1971. 8 min. black & white, $100. A biting satire of the pressures of family, peers, and society that force women to compromise their individuality and intellectual goals to assume a constantly changing identity of femininity. Ages 13-adult. Available free through Lincoln Trails Library System.

BETTY TELLS HER STORY. A film by Liane Brandon. Distributed by New Day Films, 267 W. 25th St., N.Y. 10001, 1972, 20 min. black & white, $200.
In an entertaining and engaging manner Betty tells how she came to purchase an exquisite, expensive dress for a very unusual occasion only to lose it through a series of freak accidents, and to be forced to buy a cheap replacement. Although she conveys her disappointment and chagrin about the incident her story is just an amusing anecdote until she tells it again. Instead of describing only what happened she now tells how she felt and explored the "strange, special kind of feeling" of being beautiful and admired that was lost when she lost the dress. The film evokes a growing sense of immediacy and recognition when Betty shares a story which is, perhaps, all too familiar to many women. Ages 16-adult.

CAROLINE. Written, directed, and edited by Georges Duffaux and Clement Perron. Produced and distributed by National Film Board of Canada, 680 Fifth Ave., N.Y. 10020, 1964, 27 min. black & white. $170.
Preoccupied with her husband's apparent forgetfulness of their fourth wedding anniversary, Caroline questions the course of her life and her marriage. Thoughts about her husband, child, and job and bits of conversations from her childhood, youth, and recent past drift through Caroline's mind in voice over as her dissatisfactions and uncertainties rise to the surface in flashbacks of her triumph as a young pianist. The film underlines the dreamlike quality of her contemplation and her attempts to come to terms with herself when she has a joyful reunion with her husband and child at the end of the day. Ages 15-adult.

GROWING UP FEMALE: AS SIX BECOME ONE. A film by Julia Reichert and James Klein. Distributed by New Day Films. 60 min. black & white. $375.
Examines the ways in which modern woman's identity is shaped by the expectations and goals of society. Focusing on friends, homes, schools, or offices of three girls and three women the camera records their life-styles as generally unobtrusive interviews probe the thoughts, feelings, and uncertainties of the women and the people who make up their worlds. There is much candor and spontaneity in this provocative profile that attempts to define the crucial stages in the development of women's personalities. Ages 14-adult.

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A HAPPY MOTHER'S DAY. Made by Richard Leacock and Joyce Chopra. Produced by Leacock & Pennebaker. Distributed by Pennebaker, Inc., 56 W. 45th St., N.Y. 10036. 1964. 26 min. black and white. $150.
When Mary Ann Fischer, an Aberdeen, S.D. mother of five, gives birth to quintuplets in 1963 she finds herself caught up in an orgy of civic pride and commercial exploitation. A telling comment on modern society and its ideal of woman's greatest accomplishment. An interesting accompaniment to SOMETIMES I WONDER WHO I AM, below. Ages 15-adult.

JANIE'S JANIE. Produced and distributed by Downeck Films. 179 Van Buren St., Newark, N.J. 07107, 1972, 28 min. black and white. $250.
Separated from a domineering husband, whom she married at age fifteen to escape an equally oppressive father, Janie has come to discover her own individual strengths and capabilities and realizes she must be her own person. Ages 16-adult.

JOBS IN THE CITY: WOMEN AT WORK. Produced and distributed by Centron Educational Films, 1621 W. Ninth St., Lawrence, Kansas 66044. 197-, 11 min. with guide. $150.
A genial female narrator surveys the wide variety of jobs available to women as women of all ages are pictured at work in many areas of the labor force. Ages 8-12.

JOYCE AT 34. A film by Joyce Chopra and Claudia Weill. Distributed by Joyce Chopra, 16 Follen St., Cambridge, Mass. 02138, 29 min. $335.
Joyce, at thirty-four, copes with the very concrete reality of caring for her new baby while pursuing her career as a filmmaker. Ages 15-adult.

LAURETTE. Produced by National Film Board of Canada. Producer: Barrie Howells, Director and editor; Pierre Lusry. Distributed by Contemporary/McGraw Hill Films., 1221 Ave of the Americas, N.Y. 10020. 1969, 20 min. black and white. $120.
Order #408 429.
Living apart from her husband and raising her young daughter, Laurette speaks with pain and nervous laughter about her life, and the difficulty of being alone and learning to depend upon herself. The camera records the shape of her day-to-day life, but her thoughtful, candid words reveal the ever-present conflicts and fears of her life and her future. Amid these uncertainties are the small triumphs and halting confidences of a woman who realizes that she can no longer depend on a man and must find her faith in herself. An excellent companion to CAROLINE and JANIE'S JANIE, above. Ages 16-adult.

NOBODY'S VICTIM. Produced by Vaughn Obern and Alan Barker for Self-Protection Media for Women. Distributed by Film Fair Communications, 10820 Ventura Blvd., Studio City, CA 91604. 1972, 20 min. $230.
Based on the premise that women need not feel helpless when faced with danger, this practical film illustrates how a woman can avoid potentially harmful situations and protect herself if caught in unavoidable trouble. A positive approach to one aspect of a woman's self-confidence. Ages 12-adult.

PHOEBE: STORY OF A PREMARITAL PREGNANCY. Produced by National Film Board of Canada. Producer: Julian Biggs, Writer and director: George Kaczender. Distributed by McGraw Hill Films. 1965, 28 min. black and white. $200.
This now classic portrayal of a teenager's feelings when she discovers she is pregnant is significant for its very personal treatment of a complex subject. Ages 13-adult.

SOMETIMES I WONDER WHO I AM. A film by Liane Brandon. Distributed by New Day Films. 1970, 5 min. black & white. $85.
A brief, succinct study of the conflict felt by a young woman who is a homemaker and who dreams of the career she could have had. A good combination with GROWING UP FEMALE: AS SHE BECOMES ONE, above. Ages 14-adult.

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THE WOMAN'S FILM. Produced and distributed by San Francisco Newsreel, 1232 Market St., San Francisco, CA 94102. 1971. 40 min. black and white. $250.
Women voice their discontent with their status and position in society and reflect the emerging awareness of oppression and the vociferous militancy of an increasing number of poor and working women. Can be shown with GROWING UP FEMALE and JANIE'S JANIE, above. Ages 16-adult.

WOO WHO? MAY WILSON. A film by Amalie R. Rothschild. Distributed by Anomaly Films, 105 Second Ave., N.Y. 10003, 1970. 33 min. $375.
May Wilson is an ebullient 63-year-old woman who has fashioned a life among creative young friends in New York City where she came a few years ago when her husband informed her that his future plans did not include her. She speaks of her continual quest for redefinition as an artist and as a person. More than just a portrait of a courageous appealing woman, this film enters into May Wilson's special world with obvious respect and admiration for this very alive and extraordinary individual. Ages 16-adult.

*THE GRASSHOPPER. 1970 feature film. A bitter condemnation of a culture which makes beauty its Holy Grail. The film avoids the traditional condescension and misconceptions that can usually be detected when a man portrays women. The film could have encouraged its audience to feel smug satisfaction over an evil woman getting her just desserts, but on the contrary, The Grasshopper is a moral fable that denounces the constant creation of victims like Chris.

*WANDA 1970. A deglamorized Grasshopper. Its vivid picture of the chattel-like, annonymou woman of rural American has the classic quality of "An American Gothic." Barbara Loden both directed and starred in the film, which approached the style of documentary in its uncluttered simplicity. The most moving & disturbing film about women I'd ever seen.

Filmstrips All filmstrips are 35 mm, color, and sound.

FEMINISM AS A RADICAL MOVEMENT. Produced and distributed by Multi-Media Productions, P.O. Box 5097, Stanford, CA 94305, 1972. 2 sound filmstrips, parr 1: 40 fr., 10:40 min., part 2: 34 fr. 9: 54 min., with phonodisc and guide, $14.95. Order #7-970638.
With tape cassette $16.95. Order #7-970630.
A vociferous, incisive survey of the historical antecedents of the current women's liberation movement, this set traces the concerns of the feminist movement and its proponents from the 19th century. Ages 14-adult.

+ JOBS AND GENDER. Produced and distributed by Guidance Associates, 41 Washington Ave., Pleasantville, N.Y. 10570, 1971. 2 sound filmstrips, part 1: 63 fr., 9 min., part 2: 62 fr. 9 min., each with phonodisc, with guide, for use with manual or automatic projector. $37.50 Order #103 349. With tape cassettes $41.50. Order #103 356.
Reexamines the traditional stereotypes of masculine and feminine careers with appropriate contemporary photographs which aptly illustrate the topic, and with two narrators who discuss the social pressures affecting job choice, the role of women in the work force, and the gradual changes in attitudes toward job classification. Personal statements from a female carpenter, male nurse, female newspaper reporter, and male kindergarten teacher. A good introduction for vocational guidance which can be used provocatively with the 16 mm film ANYTHING YOU WANT TO BE. Ages 13-18.

*from Schwartz, Nancy. "How Lovely to be a Woman". Media and Methods (April, 1973), 44-46+.
+See the article: Skellet, Patricia and Sandra Soehngen, "Women's Work is Wherever She Can Find it."

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THE SILENT MAJORITY: A WOMAN'S LIBERATION MULTIMEDIA KIT. Produced and distributed by Media Plus, 60 Riverside Dr., N.Y. 10024. 1971. 5 sound filmstrips, each with phonodisc with teaching materials, for use with manual or automatic projector, $75. Order #108-FR. With tape cassettes $85. Order #108-FC.
Period illustrations, contemporary news, photographs, and imaginative, incisive collages of advertising photographs and copy accompany the expressively narrated, well-researched script in a brisk, vivid examination of the history and issues of the women's liberation movement. Feminists Kate Millett, Florynce Kennedy, Megan Terry, and Jacqueline Ceballos express their views and individual experiences in the final strip. More probing and detailed than the sound filmstrip WOMEN: THE FORGOTTEN MAJORITY, below, this is a dynamic study of the meaning of the women's liberation movement. Ages 14-adult.

WOMEN: THE FORGOTTEN MAJORITY. Producer: Joan Troy. Produced and distributed by Denoyer-Geppert Audio-Visuals, 5235 Ravenwood Ave., Chicago 60640. 1971. 2 sound filmstrips part 1: 109 fr., 15 min. part 2: 103 fr., 13 min., each with phondisc, with guide, for use with manual or automatic projector, $34. Order #69710.
Highlighting numerous photographs depicting the image and various activities of contemporary American women and shots detailing consciousness-raising sessions among young women, Gloria Steinem's articulate commentary introduces the issues and goals of the women's liberation movement. Ages 15-adult.

Recordings

"...BUT THE WOMEN ROSE." Compiled and ed. by Susan Kempler and Doreen Rappaport. Produced and distributed by Folkways Records, 701 Seventh Ave., N.Y. 10036. 1971. 2 phonodiscs, each approx. 45 min., with notes, each $5.98.
A well-edited selection of writings of perceptive and outspoken American women from the 17th century to the 1970s. Ages [illegible] adult, [illegible]

SONGS OF THE SUFFREGETTES. Sung by Elizabeth Knight. Produced and distributed by Folkways Records. 1958. Phonodisc. aprox. 45 min. with notes $5.98 Order #FH 5281.
Primarily of historical interest, this collection of 16 songs reflects the concerns of the women fighting for suffrage in the U.S. Ages 15-adult.

FEMINIST RESOURCES FOR SCHOOLS
December 1973

BEST COPY AVAILABLE

List compiled by S. Barbara Kutchera, predominantly from Ahlum, Carol and Jackie Bralley, "Feminist Resources for Schools," Library Journal, Jan. 15, 1973, 234-235.

List distributed by Greater Champaign Area Chapter, National Organization for Women, 809 S. Fifth, Champaign, IL. 61820.

This list is for librarians, teachers, parents, and students who are seeking resources about feminism and sexism for elementary and secondary classrooms. As most school materials reinforce sex-role stereotyping, just about any of them can be used critically to teach about sexism. Nonsexist and feminist materials are few. We list here some of the ones we know about.

General Resources

CLEARINGHOUSE ON WOMEN'S STUDIES, SUNY/College at Old Westbury, Old Westbury, N.Y. 11568.
The most complete collection of women's studies materials in the country. Editors of college course syllabi and bibliographies (see KNOW Inc. for listing). These are appropriate as resources for high school teachers. A collection of high school feminist studies materials is in preparation. A list of high school teachers of feminist courses is available as part of THE NEW GUIDE TO WOMEN'S STUDIES II ($1. plus .25 postage). The WOMEN'S STUDIES NEWSLETTER covers elementary and secondary schools as well as higher education (subscriptions are $5 to individuals, $10 to institutions: includes THE NEW GUIDE II and subsequent editions of THE NEW GUIDE). Run by the Feminist Press.

FEMINISTS ON CHILDREN'S MEDIA, P.O. Box 4315, Grand Central Station, N.Y. 10017. Among their materials are "A List of Articles on Sexism in Children's Books" (10) and Little Miss Muffet Fights Back. A bibliography of 200 recommended nonsexist books about girls (.50 plus a stamped, self-addressed 4" x 9½" envelope).

*Feminists on Children's Media is a collective of people interested in upgrading the portrayal of girls and women in children's literature and other media....The New York Chapter of NOW (National Organization for Women) originally sponsored it, but it is now an on-going collective with plans to publish, revise and update versions. The librarians, teachers, editors, writers and reviewers involved are ALSO mothers of both girls AND boys.

FEMINIST PRESS, SUNY/College at Old Westbury, N.Y. 11568
A nonprofit, tax-exempt educational publishing corporation interested in changing the books written about women and education provided for them. Available are children's books, biographies for young adults and adults, and reprints. Available free are: a poster, bibliographies on the "Treatment of Boys and Girls in Schools", and "Children's Literature and Textbooks"; News Notes - the most recent issue includes a dialogue on the question: WHAT is a feminist book?

KNOW Inc., Box 86031, Pittsburgh, Pa. 15221
Publishers of hundreds of reprints used in women's studies course through the country. Publishers also of pamphlets and books about women. Most are relevant for high school.

FEMINIST RESOURCES FOR SCHOOLS

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*LOLLIPOP POWER, P.O. Box 1171, Chapel Hill, N.C. 27514; P.O. Box 207, Ancaster, Ont. Canada.
A women's collective of people who write, illustrate and publish books for the liberation of young children from sex-stereotyped behavior and role models. They are presently involved in four books designed for 2-8 year olds: Dragon in Distress (4-8); Jenny's Secret Place (3-6); Martin's Father (2-6); and Did You Ever? (2-5). Nine books available as of December, 1973. Price of each book: $1.00.

Womanhood Media: Current Sources About Women. By Helen Wheeler. Annotated guide to source materials on the women's movement, including information on print and non-print media and organization. 1973. Scarecrow Press, Box 656, Metuchen, N.J. $7.50.

Film and Graphic Sources
FEMINIST RESOURCES FOR EQUAL EDUCATION, Box 185, Saxonville Station, Framingham, Mass. 01701
Sets of photographs of women in nontraditional roles which present alternative images to female students. $2 each.

MEDIA PLUC, 60 Riverside Dr., Suite 11D, N.Y., N.Y. 100
NEWSREEL, 322 7th Ave., N.Y. Rental films on child care, women's history, women around the world, documentaries on women.

OFFICE OF CIVIL RIGHTS, Federal Women's Program Coordinator, Washington, D.C. 20405. Ask for bibliography of "Films on the Women's Movement."

SAN FRANCISCO WOMEN'S MEDIA GROUP, 905 Diamond, San Francisco, Cal. 94114.
Write for a list of 15-30 minute tapes.

WOMEN'S FILM COOP., Valley Woman's Center, 200 Main St., Northampton, Mass. 01060. Has films on a variety of topics about women for rental and slide show, "Women's Image in Advertising" ($10. rental).

WOMEN'S GRAPHIC COLLECTIVE, Chicago Women's Liberation Union, 852 W. Belmont Ave., Chicago, IL 60637. This group has produced one of the best collections of posters about women.

Slide Shows for Rental
Dick and Jane Receive a Lesson in Sex Discrimination, Corrinne Perkins, 815 Oak Crest Ave., Iowa City, Iowa.

GROWING UP AS A GIRL IN AMERICA, Barbara Rice, (607) 567-2775, 567-9635 (No set fee)
A slide show put together by several Somerville, Mass., women with different class and age experiences.

OUR NORTH AMERICAN FOREMOTHERS, NOW, N.Y. Chapter, 28 East 56th St., N.Y.
A multimedia presentation about the history of women in America.

*Wheeler, H.R. "Some Sources of Information on NON-Sexist Media for School Libraries." Louisiana Library Association Bulletin, 34 (Winter, 1972), 113-120.

FEMINIST RESOURCES FOR SCHOOLS

BEST COPY AVAILABLE

SEX ROLE SOCIALIZATION IN PICTURE BOOKS ($35 rental) and SEX ROLE STEREOTYPING IN TEXTBOOKS (in preparation). Lenore Weitzman, U. of Cal. at Davis.

DICK AND JANE AS VICTIMS: SEX STEREOTYPING IN CHILDREN'S READERS. Women on Words and Images, P.O. Box 2163, Princeton, N.J. 08540.

WOMEN'S LIBERATION'S GONNA GET YOUR MOMMA (no rental fee, postage charged). University of Christian Movement in New England, c/o Helen Ewer, 64 Garden St., Cambridge, Mass. An audio-visual show covering topics about women in labor, jobs, advertising; popular background music.

WOMEN'S WORK IS NEVER DONE, Pat Arnold, Cambridge-Goddard Graduate School for Social Change, 1878 Mass. Ave., Cambridge, Mass. 12140.

ADDITIONAL RECORDS AND FILMSTRIPS NOT LISTED IN ANY OF THE ABOVE ARTICLES

Records: The Negro Woman. Compiled & edited by Jean M. Brannon. Produced & distributed by Folkways Records FH.5523

Free to Be...You and Me. Marlo Thomas and Friends, 1972. Bell Records. "Designed for use by children of all ages, shapes, sizes and sexes." Some of the proceeds goes to MS mag.

Filmstrips: Masculinity and Feminity. Guidance Associates of Pleasantville, N.Y. 2 sound filmstrips. Part 1: 10 min. Part 2: 11 min. with 2 12" lp records.

Masculine and Feminine. A forecast sound filmstrip produced by the editors of Co-ed magazine (Scholastic Magazines, 1972). 10 min. with guide.

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A BIBLIOGRAPHY OF NONSEXIST BOOKS FOR CHILDREN

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Fiction

Beatty, Patricia. Hail Columbia. Morrow, © 1970. 10-14
A suffragette turns the city of Astoria, Oregon, upside down and changes some of her thirteen-year-old niece's ideas in the process.

Bloch, Marie Halun. Aunt America. Atheneum, 1964.
A young girl in a Communist country learns about freedom and responsibility when her aunt from America visits.

Burch. Queenie Peavy. Viking Press, © 1966. 8-12
Queenie Peavy can throw a stone farther than any boy. It's harder for her to learn to throw the chip off her shoulder.

Eichler, Margrit. Martin's father. Lollipop Power, © 1971. Pic
"Martin had the best father in the world"--one who cares for him as well as any mother.

Erwin, Betty K. Aggie, Maggie, and Tish. Little, Brown, © 1965.
Three old women use magic to help four children. One little girl learns to climb trees and another adopts a wolf cub.

Goodyear, Carmen. The sheep book. Lollipop Power, © 1972. Pic
A farmer--who happens to be a woman--takes care of her sheep.

Merriam, Eve. Mommies at work. Knopf, © 1961. Pic
Mommies bake cookies and wash dishes. They also direct television plays and work in factories and offices.

Phillips, Lynn. Exactly like me. Lollipop Power, © 1972. Pic
A feminist poem from a child's angle.

Phleger, Fred. Ann can fly. Random House, © 1959. Pic
Ann's father takes her up in an airplane and lets her fly it.

Shulevitz, Uri. Rain rain rivers. Farrar, Straus and Giroux, © 1969. Pic
A young girl listens to the rain on her roof and imagines.

Spykman, E.C. Edie on the warpath. Harcourt, Brace & World, © 1966. 9-12
Edie conducts a one-girl war against men with hilarious results.

Surowiecki, Sandra Lucas. Joshua's day. Lollipop Power, © 1972. Pic
Joshua spends his day in a day care center with his friends.

BEST COPY AVAILABLE

Wallace, Barbara. Claudia. Follett, © 1969.
What do you do with a mother who paints all your furniture pink and wants you to wear dresses? Claudia thinks of something.

Watson, Sally. Magic at Wychwood. Knopf, © 1970. 9-12
When the Royal Tutor says there is no such thing as magic, Princess Elaine, a rather unusual princess, decides to prove him wrong.

Watson, Sally. The mukhtar's children. Holt, Rinehart & Winston, © 1968. 8-12
An Arab girl in the newly formed Israel in 1948 wants to learn how to read, even though she is "only a female".

Williams, Jay. The practical princess. Parents' Magazine Press, © 1969. Pic
If a dragon wanted to eat you up because you were a princess, what would you do? Blow him up with dynamite, of course!

NON FICTION

Doorly, Eleanor. The radium woman: a life of Marie Curie. Roy Publishers.
A biography of the famous scientist.

Fleming, Alice. Doctors in petticoats. Lippincott, © 1964. 12-15
Short biographies of ten dedicated women--researchers, surgeons, psychoanalysts, and others.

Hoyt, Mary Finch. American women of the space age. Atheneum, 1966. 10-15
Mathematicians, astronomers, engineers and sculptors are among the women who have helped the American space program.

Parlin, John. Amelia Earhart, pioneer in the sky. Garrard, © 1962.
The first woman ever to cross the Atlantic in a plane, Amelia Earhart earned many other firsts for women.

Seibert. Amelia Earhart, First lady of the air. Houghton Mifflin, © 1960. 9-12

Stevenson, Janet. Women's rights. Franklin Watts, 1972.
A short history of women's suffrage.

Yost, Edna. American women of science. Lippincott, © 1955.
Anthropologists, physicists, zoologists, astronomers, engineers, etc.

OTHER BIBLIOGRAPHIES AND ARTICLES

Feminists on Children's Literature. "A feminist look at children's books." School Library Journal, January, 1971, pp. 19-24. Library Journal, January 15, 1971, pp. 235-240.

Stavn, Diane Gersoni. "Reducing the 'Miss Muffet' syndrome: an annotated bibliography." School Library Journal, January, 1972, pp. 32-35. Library Journal, January 15, 1972, pp. 256-259.

BEST COPY AVAILABLE

Feminists on Children's Media. Little Miss Muffet fights back: Recommended non-sexist books about girls for young readers. F.C.M., © 1971. 50¢ P.O. Box 4315, Grand Central Station, New York, N.Y. 10017.

The Feminist Press. Box 334, Old Westbury, Long Island, N.Y. 11568. Non-profit press offering children's books, biographies, reprints, and information about women's studies; paperbacks, inexpensive.

Lollipop Power. P.O. Box 1171, Chapel Hill, N.C. 27514; P.O. Box 207, Ancaster, Ont., Canada. Women's collective publishing inexpensive, stereotype-free books for young children.

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A BIBLIOGRAPHY OF NONSEXIST BOOKS FOR JUNIOR AND SENIOR HIGH READERS

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List distributed by Greater Champaign Area Chapter, National Organization for Women (N.O.W.), 809 S. Fifth, Champaign, IL. 61820.

ABBREVIATIONS USED

A review of the book may be found in the document cited with these abbreviations:

RLHR National Council of Teachers of English. Reading Ladders for Human Relations. 5th ed. American Council on Education, © 1972.

BFY National Council of Teachers of English. Books for You. Washington Square Press, 1971.

WM see Wheeler, Helen. Womanhood Media.

LJ Library Journal

N.Y. Times Bk. R. New York Times Book Review

BEST COPY AVAILABLE

Aiken, Joan. The cuckoo tree. illus. by Susan Obrant. Doubleday, 1971.
grades 5-9. LJ 96:3905 Nov. 1, 1971.
Dido Twite, a Cockney heroine full of pluck, helps to save King Richard IV in this delightful fantasy.

Angelous, Maya. Just give me a cool drink of water 'fore I diiie: The poetry of Maya Angelous. Bantam, 1969.
LJ 96:3916 Nov. 15, 1971.
"You will hear the regal woman, the mischievous street girl; you will hear the price of a black woman's survival..." James Baldwin.

Embry, Margaret. Shadi. Holiday House, © 1971.
grades 7-10. LJ 97:1615 April 15, 1972.
Big sister Emma tries to take care of her baby brother while fighting the non-Indian ways of her school.

Glyn, Caroline, Don't knock the corners off. Coward-McCann, 1964, © 1963.
LJ 89:283 Jan. 15, 1964.
Antonia Bird rebels against schools that try to force her to become a "maiden with willing hands and meek soul". Written by a fifteen year old girl.

Green, Hannah. I never promised you a rose garden. Signet, 1964.
grades 9 & up. RLHR; WM.
Dr. Clara Fried works with sixteen year old Deborah Blau to overcome the secret world in her mind. The women in the mental hospital understand and help each other through the rough times.

Hall, Lynn. Sticks and Stones. Follett, 1972.
grades 7 & up. N.Y. Times Bk. R. pt. 2, p. 26 Nov. 5, 1972.
Malicious gossip causes Tom Naylor to wonder if perhaps he <u>is</u> a homosexual.

Ibsen, Henrik. A doll's house (<u>In</u> Ghosts and three other plays). Doubleday, 1966.
grades 11 and up. WM.
Sometimes considered the first dramatic account of a woman's awakening, Nora discovers that her husband's love is conditional upon her fulfilling the good little wife role, and she rebels.

Manley, Seon and Gogo Lewis, comp. Ladies of horror: Two centuries of supernatural stories by the gentle sex. Lothrop, 1971. photos.
grades 7 & up. Booklist 68:191 Oct. 15, 1971.
The "gentle sex" wrote fantastic tales of psychological and supernatural horror. Many of the names will be familiar to everyone--Agatha Christie, Mary Shelley, E. Nesbit, Shirley Jackson, and Daphne du Maurier. Background commentaries on the evolution of the genre and brief biographical notes are included.

Noble, Hollister, Woman with a sword. Doubleday, © 1948. (Condensed and simplified for quick reading by Ruth Adams Knight in 1954)
LJ 73:1027 July, 1948.
A historical novel about the Southern woman who aided the Union during the Civil War as a political analyst, military expert, and propagandist. Because she was a woman, her efforts were never acknowledged publicly.

BEST COPY AVAILABLE

Portis, Charles. True grit; a novel. Simon & Schuster, © 1968.
grades 7 & up. RLHR.

Mattie Ross, A courageous fourteen-year-old, is determined to avenge the murder of her father. She chooses the meanest available U.S. Marshal and insists upon accompanying him on his search for the killer.

Stolz, Mary. Pray, love, remember. Harper-Row, 1954.
grades 9 & up. Horn Book 30:444 Dec., 1954.

Dody Jenks sees her sister-in-law stagnating in the small town they live in and decides she wants something better than marriage to her local boyfriend.

BIOGRAPHY

Angelous, Maya. I know why the caged bird sings. Random House, © 1969.

A black girl encounters prejudice while growing up in a Southern rural area and two big cities. I am sorry she stops the book at the birth of her child because the many things she was in later years, such as dancer, producer, newspaper and television writer, and Northern Coordinator for the Southern Christian Leadership Conference would have made interesting chapters. NOTE: Homosexuals may consider her teenage fear of lesbianism offensive, and other people might object to the description of her rape at the age of eight. BFY; WM.

Baez, Joan. Daybreak. Avon, © 1966, 1968.

"This series of reminiscences and revelations succeeds in giving the reader a picture of a woman committed wholeheartedly to the cause of nonviolence." BFY.

Bourke-White, Margaret. Portrait of Myself. Simon & Schuster, 1963.
photos. BFY.

As a young woman, her most precious dream was to be allowed to photograph the drama and beauty of the steel mills. She went on to take pictures of the bombing of Moscow, guerilla warfare in Korea, and the haunting faces of Southern poor people.

Campion, Nardi Reeder with Rosamond Wilfley Stanton. Look to this day!
The lively education of a great woman doctor: Connie Guion, M.D.
Little, Brown, 1965. photos. BFY.

A young woman in the South was expected to do nothing more serious than flirt with eligible bachelors, but Connie had a dream for which she was willing to make sacrifices.

Chapelle, Dickey. What's a woman doing here? A reporter's report on herself.
Wm. Morrow, 1962, © 1961. photos.
LJ 87:2037 May 15, 1962. Horn Book 38:304 June, 1962.

"'What's a woman doing here?' has been a question asked by...pilots, paratroopers, U.S. Marines, Hungarian Freedom Fighters, Russian secret police, Cuban and Algerian Revolutionaries and Americans the world over," as Dickey Chapelle travels the globe as a combat reporter.

Chisholm, Shirley. Unbought and unbossed. Avon, © 1970.
LJ 96:750 Feb. 15, 1971. WM.

This is the autobiography of the first black Congresswoman who found being a woman more of a hindrance to her career than being black.

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De Jesus, Carolina M. Child of the dark: The diary of Carolina Maria de Jesus. translated by David St. Clair. Signet, © 196[illegible].
Mature high school. RHLR; WM.

"Carolina, an unmarried black woman, lives from day-to-day, gathering garbage to support her three children....This uneducated woman has a drive to write, to record her observations of life--daily search for food, loneliness, the desire for love, and the urge to survive and to raise her children." RHLR NOTE: Profanity is included.

Dribben, Judith Strick. A girl called Judith Strick. foreword by Golda Meir. Cowles, 1970. photos.
LJ 95:2458 July, 1970 LJ 95:3652 Oct. 15, 1970.

Judith, a Jewish girl in Poland during WW II, fights with the partisans, survives a concentration camp, and operates a machine gun for a Russian tank division. After the war, she moves to Israel where she becomes the first woman allowed to enter the artillery officers' school and the intelligence school.

Faber, Doris. Oh, Lizzie! The life of Elizabeth Cady Stanton. Lothrop, Lee & Shepard, © 1972. photos.
7th grade & up.

One of the leaders of the women's suffrage movement, Ms. Stanton organized the famous Seneca Falls convention and edited the women's newspaper, The Revolution, among the many activities of her long, eventful life.

Hays, Elinor Rice. Lucy Stone: One of America's first and greatest feminists. Tower, 1961.
LJ 86:2652 Aug., 1961. N.Y. Times Bk. R. p. 26 Nov. 5, 1961.

Lucy Stone grew up during an age when it was believed that higher education gave women brain fever. Nonetheless, she managed to complete her college education and went on to fight for women's right to vote. NOTE: There was antagonism between Stanton and Stone and the two suffrage organizations they headed. It is interesting to compare Hays' version of the quarrel with Oakley's. Faber pretty much avoids the issue.

Holt, Rackham. Mary McLeod Bethune; A biography. Doubleday, © 1964. photos.
LJ 89:2244 May 15, 1964.

Mary McLeod refused to accept the belief that reading was not for black people. She not only learned to read, she acquired a college education and started a school with five pupils in a shack that grew to be present day Bethune-Cookman College in Florida. She founded the National Council of Negro Women and worked for racial equality all her life.

Mann, Peggy. Golda; The life of Israel's Prime Minister. Coward, McCann & Geoghegan, © 1971. photos.
N.Y. Times Bk. R. p. 8 May 30, 1971.

Golda Meir struggled with others to create the nation of Israel, and since its establishment, has been the first Minister to Russia, the first Minister of Labor and Development, Foreign Minister, and is now Prime Minister.

Moody, Anne. Coming of age in Mississippi. Dell, © 1968.

An angry, proud woman tells what it is like to grow up black in the South and to work for change. She becomes involved with civil rights demonstrations, NAACP, and CORE and faces her share of the violence. BFY; WM.

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Nakamoto, Hiroko. My Japan 1930-1951. as told to Mildred Mastin Page. McGraw-Hill, © 1970. illus.
grades 6 & up. LJ 95:2542 July, 1970.
A Japanese woman tells the story of the early years of her life when she went to school to learn how to be a good wife, how the war changed things so that many Japanese girls went to work, and her own realized dream of going to an American college so she could learn interior decorating to redesign the dark, cold, low-ceilinged kitchens in which Japanese women stoop to prepare meals.

Oakley, Mary Ann B. Elizabeth Cady Stanton. The Feminist Press, 1972.
See description under Faber, Doris. This version is more complex and meant for the older high school reader. See note under Hays, Elinor Rice.

Powers, Thomas. Diana: the making of a terrorist. Houghton Mifflin, 1971. photos.
LJ 96:2943 Sept. 15, 1971.
A tragic young woman's strength, idealism, and honor force her to fight violently for both women's liberation and the country's liberation.

Sterne, Emma Gelders. Mary McLeod Bethune. Alfred A. Knopf, © 1957. illus. BFY.
See description under Holt, Rackham. This version concentrates heavily on Bethune-Cookman College and is meant for junior high readers.

Syme, Ronald. African traveler: The story of Mary Kingsley. Morrow, 1962.
grades 5-9. BFY.
Mary Kingsley could assemble all of her father's guns as a child, but didn't believe that it was "ladylike" to use one. She traveled through gorilla country and visited cannibals whom brave men avoided.

Wong, Jade Snow. Fifth Chinese daughter. illus. by Kathryn Uhl. Harper & Row, © 1945, 1948, 1950.
grades 9-12. RLHR.
Jade Snow wanted to become "a person as well as a female," a difficult thing for a Chinese girl to aspire to. She finally started her own ceramics studio.

Woodham-Smith, Cecil. Lonely crusader; The life of Florence Nightingale 1820-1910; An abridged edition of the definitive biography Florence Nightingale by the same author. McGraw-Hill, 1951. illus.
LJ 76:1718 Oct. 15, 1951.
"Brought up to be a charming, ineffectual lady of society, Florence Nightingale rebelled in young womanhood, entered the field of nursing in a time when it was considered a degraded, unworthy profession, spent hard years in the Crimea fighting for the welfare of the hospitalized British soldier, and then returned to continue her fight with officialdom for hospital reform and nursing education." Book jacket.

COLLECTIVE BIOGRAPHIES

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Jacobs, Helen Hull. Famous American women athletes. Dodd, Mead, 1964. photos.
ages 11-16. LJ 89:961 Feb. 15, 1964.

Very short biographies of women who have excelled in such sports as swimming, skating, skiing, golf, bowling, tennis, track, and squash. Young girls will be inspired by their stories.

Lamson, Peggy. Few are chosen; American women in political life today.
Houghton Mifflin, 1968. photos.
LJ 94:319 Jan. 15, 1969. WM.

Lamson has written the political biographies of ten women--one Senator (Margaret Chase Smith), one federal judge (Constance Baker Motley), one diplomat, one mayor, one governor, and four Representatives.

Ross, Pat, comp. Young and female; Turning points in the lives of eight American women: Personal accounts compiled with introductory notes by Pat Ross. Random, 1972. photos.
grades 7 & up. LJ 97:2244 June 15, 1972.

These excerpts from autobiographies will encourage the young adult to read the entire autobiography. The accounts include Shirley MacLaine, Shirley Chisholm, Dorothy Day, Emily Hahn, Margaret Sanger, Althea Gibson, Edna Ferber, and Margaret Bourke-White.

REFERENCE & RESEARCH

Laffin, John. Women in battle. Abelard, 1968. ilus. bibliog.
LJ 93:2864 Aug., 1968.

"In the first part of the book he (Laffin) presents a general study with data on individuals, their engagements and involvements. Then he discusses a list of feminine fighters: Hannah Snell, Molly Pitcher... and others."

Mead, Margaret, and Frances Bolgley Kaplan, ed. American women; The report of the President's Commission on the Status of Women and other publications of the Commission. Charles Scribner's Sons, © 1965.
LJ 90:3064 July, 1965.

The commission reports and makes recommendations on such issues as education, protective labor legislation, social insurance and taxes, civil and political rights, women in public office, and many other facets of American life that affect women.

Meigs, Cornelia. Jane Addams; Pioneer for social justice. Little, Brown, © 1970. photos.
Ages 12 and up. LJ 95:2314 June 15, 1970.

Although this is a biography of the woman who founded Hull House, I agree with Library Journal which says that the "style is too heavy for leisure-time reading...(but) very good source of information" for student research. I also ask along with the reviewer why so little is said about her contributions to world peace.

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U.S. President's Task Force on Women's Rights and Responsibilities. A matter of simple justice; The report of The President's Task Force on Women's Rights and Responsibilities. U.S. Govt. Printing Office, April, 1970. WM.

The Task Force recommends such things as the establishment of an Office of Women's Rights and Responsibilities, proposal of an equal rights amendment, provision for child care, and an end to sexual discrimination in education.

Ward, Barbara E., ed. Women in the new Asia; The changing social roles of men and women in South and South-East Asia. UNESCO, © 1963. Booklist 60:942-3 June 15, 1964. WM.

"A symposium addressed to the general reader consisting of sociological essays and autobiographies concerned with the effects of feminine emancipation in Burma, Ceylon, India, Indonesia, Laos, Malaya, Pakistan, the Philippines, Singapore, Thailand, and Vietnam." Booklist.

Wheeler, Helen. Womanhood Media: Current resources about women. Scarecrow Press, 1972.

This reference book contains a critical annotated listing of reference books that have sections on women (everything from Official Congressional Directory to Bartlett's Quotations), a basic book collection (with an "HS" after those books suitable for high school reading), non-book resources, addresses of organizations that can supply information, and periodicals for women.

SEX EDUCATION & RELATED TOPICS

The Boston Women's Health Book Collective. Our bodies, ourselves; A book by and for women. Simon & Schuster, © 1971. photos & illus. Newsweek 81:94-5 April 2, 1973 bibliog.

The women who wrote this book include their personal experiences along with factual information about masturbation, orgasms, birth control, abortion, menopause, and health care. NOTE: There is much in this book that some people feel is not appropriate for young adults to know about.

Hamilton, Eleanor, Ph.D. Sex before marriage; Guidance for young adults--ages 16 to 20. Meredith, © 1969. bibliog.

Dr. Hamilton discusses the pros and cons of premarital intercourse, noncoital sex, the art of first intercourse, birth control, the possibilities open to a pregnant girl, sexual problems, and sexual deviations. She acknowledges the right of girls to enjoy sex. See note on above book.

Hoffman, Martin. The gay world; Male homosexuality and the social creation of evil. Basic Books, 1968. LJ 93:3114 Sept. 15, 1968.

Martin Hoffman pleads for an end to the persecution of gay people in this sympathetic study of the male homosexual.

Peck, Ellen. The baby trap. Bernard Geis, 1971. WM. Book World 6:11 pt. 2 May 7, 1972. WM.

"The motherhood myth, according to the author, is responsible for the growing population crisis and divorce rate....She describes the baby trap as set by the media, baited by manufacturers, and reinforced by relatives."
NOTE: This is a poor treatment of the subject but the only available one for popular audiences. See the chapter "Deciding whether to have children" in Our Bodies, Ourselves.

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Pierce, Ruth. Single and pregnant. Beacon Press, © 1970. WM.
Ruth Pierce doesn't moralize as she outlines all the possibilities open to a young girl who is single and pregnant--abortion, adoption, marriage, single parenthood. She also discusses birth control.

Tegner, Bruce, and Alice McGrath. Self-Defense for girls: A secondary school and college manual. Revised & enlarged ed. Bantam, 1969. photos.
LJ 93:1158 Mar. 15, 1968. WM.
Simple techniques for self-defense are fully illustrated and explained, step-by-step, in easy-to-follow terms.

WOMEN'S--AND MEN'S--STUDIES

Bird, Caroline, with Sara Welles Briller. Born female; the high cost of keeping women down. rev. ed. Pocket Books, 1971.
LJ 93:4741 Dec. 15, 1968. WM.
This is a basic book of documented information about women and the law, in the educational system, in the professional and working worlds, and has sections on the parallel with the rise of black consciousness, the problems of two-career families, and various aspects of the women's liberation movement.

Brenton, Myron. The American male. Fawcett, © 1966.
Saturday Review 49:29 July 30, 1966.
"This book is about the increasingly difficult choices the American male is having to make, the multiplicity of demands he is having to meet, the invisible straitjacket that keeps him bound to antiquated notions of what he must do or be in order to prove himself a man."

Cudlipp, Edythe. Understanding women's liberation. Paperback Library, © 1971.
The book covers briefly all the various issues of women's liberation today plus a short history and includes a list of organizations and publications by women. NOTE: Although the author says she has tried to be objective, her opinion about each issue comes through very strongly. As an obvious moderate, she disapproves strongly of several facets of women's liberation.

DeCrow, Karen. The young woman's guide to liberation; Alternatives to the half-life while the choice is still yours. Pegasus, © 1971. bibliog.
LJ 96:2335 July, 1971
Ms. DeCrow argues that dating, and marriage were created for male pleasure and that women learn their inferior role at home, at school, in church, and from law, medicine, psychology and the media.

Friedan, Betty. The Feminine Mystique. Dell, © 1963.
LJ 88:114 Jan. 1, 1963. WM.
Why are so many women restless and discontented with their role as wife and mother? Ms. Friedan explores this question in a well-documented book. NOTE: Those students who read Male and Female will be interested in reading Friedan's chapter, "The Functional Freeze, The Feminine Protest, and Margaret Mead" in which she presents Mead as believing "anatomy is destiny".

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Komisar, Lucy. The New Feminism. Franklin Watts, © 1971. bibliog.
Ages 13-18. LJ 96:2138 June 15, 1971.
Young women and men rap about the issues in the opening chapter of this book. Other chapters include discussion of women's roles around the world and throughout history, sexism in high school and college and discrimination in the business world. There is some discussion about the restrictions of male roles.

Kraditor, Aileen, ed. Up from the pedestal; Selected writings in the history of American feminism. Quadrangle, © 1968.
LJ 94:72 Jan. 1, 1969. WM.
This collection of historical writings from both the feminist and anti-feminist points of view is invaluable. It is good for both research and general reading.

Morgan, Robin. Sisterhood is powerful. Random, 1970. photos.
LJ 95:3799 Nov. 1, 1970. WM.
Women ranging in age from their teens to their forties have written articles, poems, and manifestos on a wide range of women's liberation topics. NOTE: Some people might consider some of the articles offensive.

Mead, Margaret. Male and female; A study of the sexes in a changing world.
Morrow, 1949.
LJ 74:1196 Sept. 1, 1949. WM.
First speaking of sex roles in several primitive societies she has personally studied to set her discussion in the proper perspective, Dr. Mead goes on to analyze the sexual patterns at work in the United States.

Severn, Bill. Free but not equal; How women won the right to vote.
Julian Messner, © 1967. photos.
grades 7-10. LJ 90:3805 Sept. 15, 1965.
"This book captures both the personalities and the achievements of women who were willing to endure harsh ridicule and even physical violence to win equality." Book jacket.

OTHER BIBLIOGRAPHIES OF BOOKS & AUDIO-VISUAL MATERIALS

Skellett, Patricia, and Sandra Soehngen. "Woman's work is--wherever she can find it." Media & Methods 9:58 April, 1973.

Ahlum, Carol, and Jackie Fralley. "Feminist resources for schools."
LJ 98:234-5 Jan. 15, 1973.

Williams, Constance. "Does different equal less?; A high school woman speaks out."
LJ 98:228-230 Jan. 15, 1973.

"Women's liberation." Booklist Jan. 1, 1973 p. 430-6.

Schuman, Pat and Gay Detlefsen. "Sisterhood is serious: an annotated bibliography."
LJ Sept. 1, 1971 p. 2587-2594.

Feminists on Children's Media. "Little Miss Muffet fights back; Recommended non-sexist books about girls for young readers." Feminists on Children's Media, © 1971. Send 50¢ and 9" x 4" envelope to Feminists on Children's Media, P.O. Box 4315, Grand Central Station, New York, N.Y. 10017.

Ms., October, 1973. "In pursuit of the rare and role-free children's book."
Bibliography by Margaret Klee Lichtenberg p. 99-102.

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BIBLIOGRAPHY: COUNSELING GIRLS FOR THE FUTURE

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Typed by Joyce Donaldson. List distributed by Greater Champaign Area Chapter, National Organization for Women, 809 S. Fifth, Champaign, IL. 61820.

Counselors and other educators interested in assisting young women with their future career plans will find the following bibliography helpful. The articles for the most part have been written during the past two years. Information is presented which reflects the changes taking place in the lifestyles of women. It is hoped that through this information counselors may increase their awareness of these trends. The fact that 39% of our present labor force is women, many of whom are married, requires those in the field of career planning to update their own outlooks.

Some people are surprised to learn that according to the U.S. Department of Labor women who work at full-time jobs the year round earn on the average only $3 for every $5 earned by similarly employed men. The ratio varies slightly from year to year, but the gap is greater than it was 15 years ago. From 64 percent in 1955, women's median wage or salary income as a proportion of men's fell to 61 percent by 1959 and 1960 and since then has fluctuated between 58 and 60 percent. Women's median earnings of $5,323 in 1970 were 59 percent of the $8,966 received by men.

In addition to the enforcement of laws requiring equal pay for equal work and prohibits sex discrimination in employment, equality of earnings for qualified women will require an expansion of the occupational opportunities for them. Because it is good business to make the most efficient use of available labor resources, it would be highly advantageous for employers to reconsider their recruitment, on-the-job training, and promotion policies with a view toward giving well-qualified and talented women the opportunity to move into more of the better paying jobs than they now hold.

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"Feminine self-esteem, self-ratings of competence, and maternal career commitment." G. K. Baruch. J. Counseling Psychologist 20:487-8 S. '73.

In this study the maternal career commitment did influence the daughters' aspirations.

"Educated housewife: mild depression and the search for work." M. Weissman and others. American Journal of Orthopsych. 43: 565-73 Jl. '73.

"Counselor preferences of senior high school students." Counselor Education and Supervision 13:36-40 S.'73.

This journal is not available in the U. of I. library.

"Counselors' attitudes toward women and work." W. C. Bingham and E. W. House. Vocational Guidance Quarterly 22:16-23 S.'73.

Counselors' responses to 25 factual questions about women and work are analyzed, revealing that some counselors are misinformed and that there are impressive sex differences in information.

"Counselors view women and work: accuracy of information." W. C. Bingham and E. W. House. Vocational Guidance Quarterly 21:262-8 June '73.

"Girls' careers: expression of identity." L. E. Patterson. Vocational Guidance Quarterly 21:269-75 June '73.

A woman's identity and fulfillment develop from her accommodation of sex role and competitive achievement role; counselors focusing on the interrelatedness of these roles can motivate girls to plan effectively.

"Career exploration for women." S. E. Ramsey J. Col Placement 33:36-40 Feb. '73.

"Changes in labor force and our educational programs for women's role as worker." M. L. Ellis. Industrial Education 61:80 Dec. '72.

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"Fighting stereotypes: women want up the career ladder." E. D. Koontz. American Vocational J. 48:35-6 May '73.

Mrs. Koontz was formerly director of the Women's Bureau, Dept. of Labor. She is now Deputy Assistant Secretary of Labor for Employment Standards and designated special counselor to Sec. Hodgson for Women's Programs. She is a past president of the NEA.

"Counselor and the female client." School Counselor 20:280-4 March '73.

This author points out that counselors and educators preparing women for the future should be intimately familiar with some of the issues and alternate lifestyles proposed. Suggestions are made for the development of integrated group programs for women in secondary school and university counseling agencies.

"Career conditioning for the new woman." W. Hoffer School Management 17:34-6 March '73.

"Measuring women's interests; how useful?" with comment by D. P. Campbell. C. M. Huth. Personnel and Guidance J. 51:539-49 April '73.

"Women's work is wherever she can find it; career-planning audio-visuals." P. Skellett & S. Soehngen. Media and Methods 9:58-61 April '73.

This is not available in the U. of I. library.

"Women's career patterns: Appearance & reality." L. L. Halmstrom. National Assn. of Women Deans & Counselors J. 36:76-81 Winter '73.

"Working woman: can counselors take the heat?" Judy Lewis. Personnel & Guidance J. 51:109-12 October '72.

The working woman faces more discrimination at the bottom of the economic ladder than at the top. Counselors have a role to play in bringing about a necessary upheaval in American thought.

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"Women and counselors" edited by J. A. Lewis. Personnel and Guidance J. 51:84-156 October '72.

This entire journal is devoted to the above topic.

"Are we really meeting the needs of women students?" V. T. Pfiffner Com. and Junior Col. J. 43:12-14 August '72.

"Future planning of college women: counseling implications." S. Mavin. biblio Vocational Guidance Quarterly 21:12-17 S. '72.

Two major conflicting pressures, career development and assumption of the homemaker role, are discussed relative to future planning of college women and attitudes of men toward career-oriented women. (It should be noted that Dr. Spock has reversed himself on his statements about women since this article was written.)

"Why the feminists are beginning to say: woman teacher means second class professional." J. Seltz. Teacher 90:44-5 Sept. '72.

"Adolescents' views of women's work role." D. R. Entwisle and E. Greenberger. American J. Orthopsych 42:648-56 Jl. '72

"Perceptions of male models of femininity related to career choice." P. Hawley. bibliog J. Counsel. Psychol. 19:308-13 Jl. '72.

"Relationship of self-concept and feminine role concept to vocational maturity in young women." B. A. Putnam and J. C. Hansen. J. Counsel Psychol 19:436-40 S. '72.

"Educational and career aspirations of h. s. females." R. Mowsesian. biblio. National Assn. of Women Deans & Counselors J. 35:65-70. Winter '72.

This article reports a study of 436 high school female subjects and their occupational choices. The data presented imply that females are not satisfied to enter the labor market in just any job. They appear to have definite post high school objectives as well as levels of occupational aspirations.

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"Sex discrimination & achievement," J. S. Gould and A. Pagano. National Assn. of Women Deans & Counselors J. 35:74-82 Wint. '72.

163 respondents--nearly half of the 365 members of Barnard College's class of 1965--replied to a questionnaire mailed by the College's Office of Placement & Career Planning. An analysis of these replies reveals extremely high achievement levels often in combination with marriage and having children. ...these high achievement levels are correlated with an awareness and concern about the special inequities the respondents have faced as women.

"Counselor response to female clients with deviate and conforming career goals." A. H. Thomas and N. R. Stewart. J. Counsel Psychol. 18:352-7 Jl. '71.

"Vocational interests of women: a longitudinal study of the Strong vocational interest blank." E. Nolting, Jr. J. Ap. Psychol. 54:120-7 Ap. '70

This study was conducted in the state of Minnesota as a dissertation topic.

"Vocational choices of high school girls: can they be predicted?" M. L. Fortner. Vocational Guidance Quarterly 18:203-6 Mr. '70.

This study was conducted in 4 high schools in Missouri and 1 in Wyoming.

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The following articles provide additional information on the topic:

"Women & girls; symposium;"ed. by J. Emig. bibliog. il. El. Engl. 50:109-27+ O. '73.

"Changing sex roles in the labor force." G. Hall. Phi Delta Kappan 55:135-7 O. '73.

"Ridding the schools of sexism: a mixed bag." M. H. Cutler. American School Board J. 160:40-1+ O. '73.

"Women and industrial ed." D. C. Bjorkquist. Sch. Shop 32:58-62 Mr. '73.

"Eliminate sex bias in the curriculum." G. T. McLure il. Educ. Lead. 31:110-13 N. '73.

"Cinderella grows up: sex stereotyping in the schools." J. W. McLure & G. T. McLure. Educ. Lead. 30:31-3 O. '72.

"Condition of Women in society today." L. Brisemmer. biblio National Assn. of Women Deans and Counselors J. 33:18-22, 89-95.